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ABSTRACT

Prepared to assist principals, teachers, and volunteers who wish to be part of a district-wide school volunteer program, this booklet lists six steps for planning, organizing, implementing, and evaluating a program for school volunteers. Included in these steps is information on (1) starting such a program (i.e., creating a coordinating committee which includes a school principal, a school volunteer coordinator, and a teacher representative); (2) determining the needs of the volunteer program; (3) recruiting school volunteers; (4) organizing an orientation meeting for all school volunteers; (5) orienting teachers to volunteers; and (6) evaluating the program. Sample forms for assessment, recruitment, and assignment of volunteers, as well as for evaluation of a school volunteers program are appended, along with a volunteer handbook. (MP)

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THE WASHINGTON DISTRICT SCHOOL VOLUNTEER PROGRAM

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FOREWORD

This booklet, detailing ways and means of developing a School Volunteer Program, was prepared to assist Principals, Teachers and Volunteers who wish to be part of a District-Wide School Volunteer Program. It was developed by a sub-committee of the Early Childhood Council under the direction of Dr. Wynn Wright, Early Childhood Consultant. The sub-committee was comprised of parents, administrators and teachers who felt that all involved in the School Volunteer effort might profit from an organizational outline.

It is the hope of the committee that information and sample forms submitted will assist you in planning, organizing, implementing and evaluating a program for School Volunteers. The term 'School Volunteers' is used in order to include parents, grandparents, older students, senior citizens, retired teachers and others.

Should you need help, all members of the committee stand ready to provide inservice for any phase of the development of your program, and/or to consult with individuals who are assuming responsibility as outlined in the booklet.

If you wish to develop a cadre of trained School Volunteers which will bring school closer to parents and community, then follow the YELLOW BRICK ROAD to success!

EARLY CHILDHOOD COMMITTEE ON SCHOOL VOLUNTEERS

Coordinator:

Dr. Wynn Wright, Early Childhood Consultant,
Washington School District

Parents:

Pam Bisbee, Richard E. Miller School
Nancy Campbell, Maryland School

Administrators:

Marilyn Holroyd, Principal, Lakeview School
Kathy Ralph, Arizona State University
Administrative Intern

Teachers:

Anna Marie Hammon, Tumbleweed School
Dana Johnson, Manzanita School
Renee Pollock, Acacia School

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STEP ONE

HOW TO START

Coordinating Committee

These are key people you will need and their responsibilities.

A Principal -
who wants a School Volunteer Program and willingly supports, assists and coordinates all their efforts.

A School Volunteer Coordinator -
chosen by the PTA, PTC, Booster Club or interested group to work with the Principal and Teacher Representative to help coordinate the program.

A Teacher Representative -
who is enthusiastic about having a School Volunteer Program and is willing to work with the Principal and School Volunteer Coordinator to coordinate the effort.

These people, acting as a Coordinating Committee, may add others as necessary.

RESPONSIBILITIES OF THE SCHOOL PRINCIPAL

The Principal:

1. Plans with the Coordinating Committee to set up an annual program. Together they decide on:
   - When and how to recruit
   - Teacher inservice to explain program and offer suggestions for utilizing School Volunteers
   - A check-in system for School Volunteers located in the office or other central place
   - Training sessions for School Volunteers
   - Recognition of School Volunteers
   - Evaluation of the program
2. Supports both Volunteers and Teachers as they work through "snags" in the program
3. Suggests special resources for special needs
4. Maintains optimism about the value of the Volunteer Program.

RESPONSIBILITIES OF THE SCHOOL VOLUNTEER COORDINATOR

The School Volunteer Coordinator:

1. Works with the Coordinating Committee
2. Implements recruitment program
3. Determines which teachers want volunteers, when needed and for what duties
4. Makes assignments of volunteers to teachers and other staff who, in turn, will contact the volunteers (may be done at an orientation meeting)
5. Works with the Coordinating Committee to set up an orientation meeting for volunteers, and other training sessions as needed
6. Sets up a check-in system for volunteers in the school office and makes name tags
7. Keeps an up-to-date list of School Volunteers, assignments and substitutes
8. May recruit a committee of telephone callers if needed
9. Works with Homeroom Mother Chairperson if school has one... each must know where their responsibilities overlap
10. Checks with teachers periodically to see if any problems exist
11. Calls "no-shows" and School Volunteers with erratic attendance to see if there is a problem. Changes volunteer responsibility if necessary
12. Checks with office periodically for parents of new student enrollees to contact
13. Writes newsletter appeals as needed
14. Works with Coordinating Committee to arrange for appreciation certificates, awards, teas, coffees or whatever
15. Survey the School Volunteers near the end of the school year to evaluate the program and get suggestions for next year.

RESPONSIBILITIES OF SCHOOL VOLUNTEER TEACHER REPRESENTATIVE(S)

The School Volunteer Teacher Representative(s):

1. Works with Principal and School Volunteer Coordinator to plan program for the year

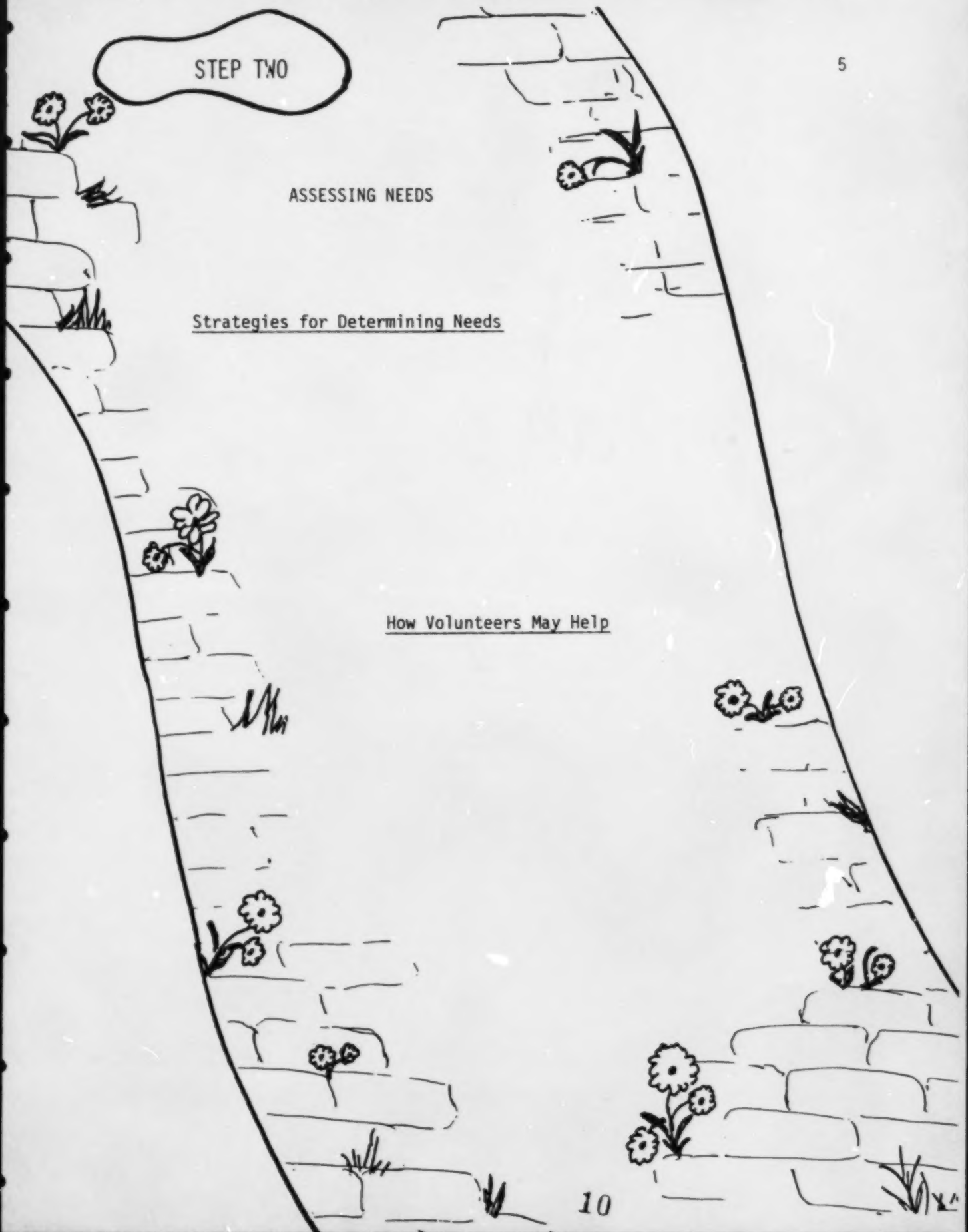
2. Assists Coordinating Committee in setting up inservice for teachers

3. Interprets volunteer program to parents and teachers as need arises

4. Helps explain to teachers possible uses of School Volunteers

5. Encourages teachers to plan for feedback sessions with her School Volunteers as needed

6. Reports on how system is working to Volunteer Coordinator



ASSESSING NEEDS

Strategies for Determining Needs

How Volunteers May Help

STRATEGIES FOR DETERMINING NEEDS

To assess the general needs of the School Volunteer Program and the teachers' specific needs, the Coordinating Committee has several options available to identify tasks which could be performed by a School Volunteer.

They may wish to:

1. Meet as a committee to outline areas where they feel help could be utilized

2. Meet with the teachers at an inservice meeting before school starts

3. Survey each teacher and other school staff by questionnaire.

In most Washington District Schools, the Kindergarten teachers recruit their own volunteers. Kindergarten volunteers are to be considered as part of the overall program, however.

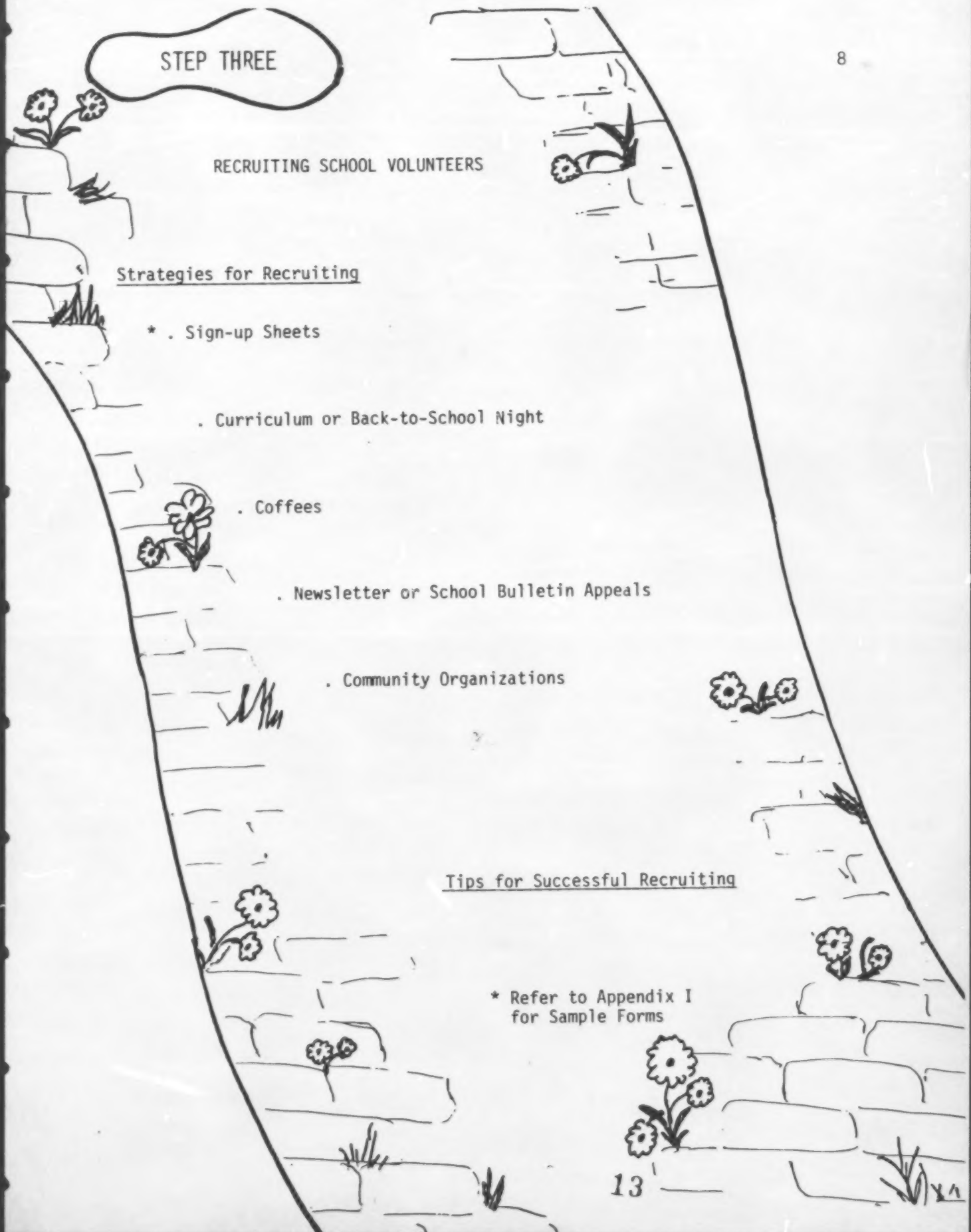
HOW VOLUNTEERS MAY HELP

The variety and scope of volunteer tasks will depend on desires and needs expressed at individual schools and by individual teachers and other school staff. A brief list of School Volunteer tasks could include:

- One to one tutoring
- Working with a small group of children
- Assisting in a library or other resource center, i.e., L.D., gifted, special reading, etc.
- Aiding the nurse at busy times
- Working in the office
- Preparing special instructional materials, games, etc.
- Supervising the playground
- Working with a group to redesign a playground
- Supervising children at lunch
- Being a resource person to share knowledge, experience or skills in the classroom
- Collecting resource material
- Arranging field trips
- Arranging special events
- Providing refreshments
- Substituting for another volunteer
- Acting as a chaperon for 7th or 8th grade dances.
- Homeroom Mothers

STEP THREE

RECRUITING SCHOOL VOLUNTEERS



Strategies for Recruiting

* . Sign-up Sheets

. Curriculum or Back-to-School Night

. Coffees

. Newsletter or School Bulletin Appeals

. Community Organizations

Tips for Successful Recruiting

* Refer to Appendix I for Sample Forms

STRATEGIES FOR RECRUITING

Recruitment of School Volunteers may be accomplished by any or all of the following:

- Volunteer sign-up sheet that goes out to all parents on the first day of school or very early in the school year.

- On Curriculum or Back-to-School Night, teachers may explain and generate enthusiasm for the School Volunteer Program as well as to explain their curriculum. At this time, they could hand out the volunteer sign-up sheets and provide time for parents to fill them in during the meeting.

- Plan a coffee early in the year to acquaint parents with the needs of the school and provide sign-up sheets to be filled out at that time.

- Arrange for appeals to be made through newsletters, school bulletins and announcements at school support organizations, such as the PTA, PTO, etc.

- The School Volunteer Coordinator or her Delegate may also contact civic groups and community organizations to ask for School Volunteers. Senior citizens and retired teachers' associations have been very helpful in assisting projects of this kind. Contacting outside groups may be necessary for a school where most of the parents work during the day.

TIPS FOR SUCCESSFUL RECRUITING

. Any method used to recruit volunteers should stress the contribution volunteers can make to the quality of education at their own school, for their own children, and their neighbor's children.

. One excellent feature to mention is that for some teachers and parents the work time period may be limited to one hour a week on a given day, rather than an entire morning or afternoon. Some volunteer tasks, however, require longer time segments... perhaps even the entire school day.

. The sign-up form used should tap the talents and interests of individual volunteers, as well as provide opportunities for working parents to be part of the program.

. After the initial campaign to recruit volunteers has begun and the need for more still exists, requests for help should be specific, detailing the needs and requirements.

. Follow-ups and assignments should be done as soon as possible. Once parents have volunteered they want to serve!

STEP FOUR

ORIENTING VOLUNTEERS

Orientation of School Volunteers

. General Information

. Handouts

. Explanation of Check-in System

. Tour the School

. Meet with Assigned Teacher

. Helpful Suggestions

Volunteer Handbook

(for regular Volunteers only)

See Appendix IV

ORIENTATION MEETING FOR ALL SCHOOL VOLUNTEERS

When the School Volunteer Coordinator has completed the teacher-volunteer matchings and the volunteers are ready to work, it is advisable to have a School Volunteer Orientation meeting. Suggestions of topics to be covered would include:

General Information:

- Introduce the Coordinating Committee
- Detail objectives of the School Volunteer Program for your school and how it will work
- Describe ways in which volunteers will be assisting and the special problems which they can help in solving

Handouts:

- School Handbook (for those who don't have one)
- Annual School Calendar
- Map of School (if one is not included in School Handbook)
- Handbook or Instructions for School Volunteers (See Appendix IV)
- A list of all School Volunteers and substitutes (if to be used).

Explanation of Check-in System:

- Each School Volunteer wears a name tag while helping in the school in order to be recognized by teachers, students, office personnel and classroom visitors. When the School Volunteer leaves the school, his/her name tag is hung in the office. Most schools have a SCHOOL VOLUNTEER BOARD which has each volunteer's name and room assignment and a place for each tag. This allows the school secretary to know at a glance which School Volunteers are on campus and where they are working (See Appendix II).

Tour the School:

- Locate classroom where the School Volunteer will work
- Locate bathrooms, playgrounds, library, nurse's office, cafeteria, etc.

Meet with the Assigned Teacher so he/she can:

- Explain the teacher's philosophy regarding discipline
- Give a brief overview of the teacher's goals for the class
- Discuss the volunteer's duties
- Answer questions and get acquainted
- Welcome the volunteer's participation
  (See Step Five for further suggestions)

Helpful Suggestions for School Volunteers:

- Volunteers become an important part of each teacher's daily plans. If an emergency arises and the volunteer is unable to come at the assigned time, he/she should notify the teacher as soon as possible so the teacher can alter her program. If the Volunteer Program is set up to utilize substitutes, then a replacement should be found using the substitute list.

* . Read your Volunteer Handbook before starting your work. You will find it very helpful. Discuss with the teacher any points that are unclear. Please return the Handbook to the school office at the end of your tour of service.

- Wear a name tag on school campus and return it to the SCHOOL VOLUNTEER BOARD when leaving.

- Be mindful of ethics...no gossip! It can lead to unpleasantness or be downright harmful to teachers, children and the Volunteer Program.

- The volunteer should take her cue from the teacher...she will give instructions. Ask questions if necessary, so teacher can explain.

- The volunteer should notify the School Volunteer Coordinator if it is necessary to quit or if a change is desired. It is better to change than to be unhappy with your job. Everyone realizes that this may happen, and that no one is at fault.

* Please see Appendix IV for Volunteer Handbook

STEP FIVE

ORIENTING TEACHERS TO VOLUNTEERS

Working with Volunteers

. Meeting with Volunteers

. Assigning Duties

. Relating Successfully

. Showing Appreciation

WORKING WITH VOLUNTEERS

Meeting with Volunteers:

During orientation or some other time, those to whom volunteers are assigned should meet with their volunteers before they begin their duties in order to:

- Familiarize them with the surroundings
- Show them how to operate machines they will use
- Provide a place ("Volunteer Valet") for their coat, purse, personal or instructional items
- Make available an individual file folder for each volunteer where pertinent information regarding students she is helping may be kept
- Set up a small bulletin board or other means of sharing information such as schedule changes, school bulletins, etc.

Teachers should hold meetings with volunteers as needed. Some teachers have found it helpful to meet twice a year with School Volunteers. The first meeting is usually in November where the teacher and volunteer share insights as to how the program is progressing or how to make it better. Time should be allowed for volunteer to express the satisfaction he/she feels in the work, as well as to ask questions about anything not understood or which needs to be changed. The volunteer may also want to make suggestions. At the second meeting, usually in January, the teacher can give an overview of upcoming work and reenlist the volunteer's support. A January meeting usually encourages those who dropped out of the program during the busy days of December to return for the remainder of the year.

Assigning Duties to Volunteers:

It would be helpful for the teacher to:

- Discuss the role of the classroom helper
- Find out your School Volunteer's preferences: i.e., working one-to-one, with a small group, art clerical work, music, making games, etc.
- Not overwhelm him/her with rules and regulations
- Give specific instructions - make certain all questions are answered
- Helpers need a break too! Plan for a short time-out
- Provide a copy of manuscript program for volunteers so that there will be consistency in formation of letters

Working with Volunteers

Assigning Duties to Volunteers (continued)

- Take a minute to get brief immediate feedback before helper leaves. Work as a team to evaluate effectiveness. 3-5 minutes spent now may save 3-5 hours later
- Post a list of things to do on 'slow' days like: count papers, make ditto masters, type stories, etc.

Relating Successfully to School Volunteers:

It will enrich the relationship between teacher and volunteer to:

- Greet the volunteer with a friendly smile!
- Describe your goals, your style of teaching and climate in your room
- Try to have adult chairs for your helpers where practicable
- "See you next week!" reminds helper to put you on his/her calendar for the next week
- Introduce volunteer to other school and District staff if possible
- BE SURE to call a volunteer if he/she is not needed on a specific day. You expect volunteer to call you if not coming in, so please reciprocate
- Notify School Volunteer Coordinator if a volunteer is not working out or showing up; or if additional help is needed

Showing Appreciation for School Volunteers:

Your volunteer will know he/she is appreciated by:

- Positive reenforcement for tasks well done
- Thanks through school newsletters
- Arranging news releases (with photographs) of volunteer program in action
- Announcements at meetings
- Personal notes
- An end-of-the-year event
- A book or letter written by the children
- Other

STEP SIX

EVALUATE THE PROGRAM: APPRECIATE THE PERSONNEL

Evaluate the Program

. Question the Coordinating Committee

. Observe the Process

. Ask the Teachers

. Survey the Volunteers

. Revise the Program

Appreciate the Personnel

. Award Certificates

. Develop Events

EVALUATE THE PROGRAM

Question the Coordinating Committee:

Near the end of the school year, it would be helpful for this committee to meet and discuss the pluses and negatives of the Volunteer Program and to lay plans for the next year.

Observe the Process:

Start evaluating with initial planning activities and continue throughout the operation of the program. Assessing gains, attitudes or attendance should be done more than once a year. Principals beginning a volunteer program for the first time might wish to administer a brief attitudinal test to volunteers pre/post.

Ask the Teachers:

Check to see if volunteers are assigned quickly...what they do, how successfully they perform and amount of teacher time required for working with volunteers. Is more training needed for teachers? for volunteers? what kind? when?

Survey the Volunteers:

See the sample copy of volunteer evaluation form (Appendix III) or devise your own. The Volunteer Coordinator is a valuable observer and planner whose aid in evaluation should be sought.

Revise the Program

You may want to report results of your evaluation to parents in a newsletter. But the most important reason to evaluate is to revise the Volunteer Program in order to better meet school needs.

APPRECIATE THE PERSONNEL

Award Certificates:

A sample certificate is included (See Appendix III) which may be awarded at a simple ceremony.

It is also possible to collect the number of hours donated by volunteers to your school, then have the School Volunteer Coordinator, Teacher Representative, and the volunteer who becomes "Volunteer of the Year" receive special commendation from the Board of Trustees at a regular meeting. If a District-Wide Volunteer Program develops, this could become an annual event.

Develop Events:

- Classroom programs in which the children participate would be appropriate
- An appreciation breakfast or tea might be arranged
- Special PTA mention and/or event could be considered

APPENDIX I

FORMS FOR ASSESSMENT, RECRUITMENT AND ASSIGNMENT

1. Sample letter to Teacher for Needs Assessment
2. Sample Volunteer Recruitment Letters
3. Sample Volunteer Registration Forms
4. Sample Data Sheet for Volunteer
5. Sample Volunteer Assignment Sheet

NOTE: If you desire to duplicate any sheet from any of the Appendices, call District Office (Dr. Wright) and a black and White copy for duplicating can be sent.

1. Sample Letter to Teacher for Needs Assessment.

Dear Teacher:

As you plan your program for the year, can you think of ways in which a School Volunteer might help you? Perhaps you need more one-to-one or small group work with children - or help with game-making or transportation for field trips or...?

Our school will have an organized School Volunteer Program this year. Please check below some ways you would enjoy having a School Volunteer work with you, and we will attempt to match a person with the task! Most volunteers will be parents, but grandparents, retired teachers, etc. are welcome.

- -

_____YES, I would like to have School Volunteers in my classroom.

_____NO, I really do not need School Volunteers in my classroom.

IF YES, about how many volunteers would you like to have weekly?_____

In general, what type of assistance would you like them to give? Specify time required for each task.

_____

_____

_____

We would like to develop a pool of volunteers with special skills, talents, travels or unusual experiences that would be available to all classes as a need might arise - i.e. Mexican project, holidays, science, etc.

Would you find this useful?_____

Have you any ideas along this line?_____

_____

Anything else you'd like to say or suggest?_____

_____

NAME:_____ GRADE_____

_____

School Volunteer Coordinator

Telephone: _____

2. Sample Volunteer Recruitment Letter.

Date:

Dear Parents:

Our school needs you! In the past, some of our parents have found considerable pleasure in volunteering, where needed, in various classrooms, nurse's testing programs, and many other varied school and PTA activities. It can be a wonderful experience in helping children, as well as meeting teachers and other parents. Please fill out below the areas where you can help and return this to your child's teacher. You will be contacted soon but please feel free to call me with any questions. Your help is not only needed...it is welcomed!

Sincerely,

_____
School Volunteer Coordinator
Telephone:_____

- -

Name:_____

Address:_____ _____Phone:_____

Child's Name:_____ Teacher:_____

* I WOULD LIKE TO VOLUNTEER AS A REGULAR HELPER IN THE...

_____ Classroom including Kindergarten - grade preference,if any_____
_____ Library
_____ Cafeteria-to monitor for primary grades
_____ The school office
_____ Movement Education Program
_____ Substitute
_____ Any other (please specify_____)

** I WOULD LIKE TO SERVE AS...

_____ Homeroom Mother. An important link between teachers and parents
_____ Assistant Homeroom Mother

*** I WOULD LIKE TO HELP BY...

_____ providing refreshments for children's parties or school activities
_____ furnishing transportation for field trips or where needed
_____ working with the nurse on special projects
_____ assisting on any special school or PTA projects where needed
_____ chaparone 7th - 8th grade dances
_____ work on updating the playgrounds with parents, teachers, others

**** _____ I WOULD LIKE TO BE A "FLOATER" by sharing special talents, skills, travels or unusual experiences I might have - such as macrame, crafts, candlemaking, guitar, languages, etc. You tell us what <u>you</u> can do!

_____

_____

***** ANY SUGGESTIONS OR IDEAS YOU MIGHT HAVE...

_____

_____

_____

2. Sample Volunteer Recruitment Letter.

P E R S O N P O W E R V O L U N T E E R F O R M

I will be willing to serve in the following areas:

_____ Room Representatives (we need several from each classroom to help teachers with parties, transportation, relaying messages to parents, Book Sale publicity, etc.)

_____ Hospitality Committee (for compulsive cookie-bakers and punch-pourers)

_____ Health and Safety Committee (Emergency Mothers' Program, traffic and school bus safety, school lunch nutrition, etc.)

_____ Human Resources Committee (locate talent and coordinate its use for classroom and special programs; RISE, The Right-To-Read program, including volunteer tutors, lots of other possibilities)

_____ Cultural Arts Committee (school-wide publication to encourage creative writing, special creative arts projects, more involvement with music)

_____ Public Education and Communications Committee (liaison in areas of public media, PTA newsletter, relevant legislature, etc.)

_____ Book Sale Committee (this provides the life blood, financially speaking, and is a tremendous cooperative effort involving everyone. Experienced hands needed and a crew of willing learners.)

_____ No specific requests, but I would like to help as needed and assigned.

If you have any additional ideas, brainstorms, constructive comments, offerings, PLEASE contribute, using the back of this sheet!

* *

Name:_____ Phone:_____

Address:_____

Children's Classes_____ _____

_____ _____

3. * Sample

VOLUNTEER REGISTRATION FORM

Front

4" X 6"
Sample

NAME _____
last first

ADDRESS _____ Zip _____ Phone _____

Age _____ No. of children _____ Ages _____

Occupation _____ Employer _____

Address _____ Phone _____

Experience With Children _____

_____

Subjects You Like: _____

_____

_____

Activities, Organizations, Education, Other: _____

_____

Back

Special Interests, Skills, Training, Hobbies: _____

_____

Languages _____ Car–Yes No Liability Ins. – Yes No

Volunteer Work Desired:

With Children _____	Library _____	In School Office _____
Tutoring _____	Handicapped _____	In School _____
Game Making _____	Indoors _____	In Your Home _____
Assist Nurse _____	Outside _____	Homeroom _____
Substitute Occ. _____	Transportation _____	

Time Available:

Mon. _____	Tues. _____	Wed. _____	Thurs. _____	Fri. _____
Sat. _____	Sun. _____		Mornings ___	Afternoons ___
Occasionally _____			Evenings _____	

Heard about volunteer job from _____

_____

Date _____

* Should have a covering letter if used for recruitment. Best use may be to establish a central file for volunteers.

4. Sample Student Data Sheet for Volunteer

INFORMATION FOR VOLUNTEER

Name of Student:_____

School:_____ Date:_____

Grade:_____ Room:_____

What are the student's strengths?_____

_____

_____

What would help this student want to learn?_____

_____

_____

Suggested plan:_____

_____

_____

Suggested materials, (books, games, etc.)_____

_____

Student needs regular individual help, on a one-to-one basis, preferably on following schedule:

MON		TUE		WED		THUR		FRI	
AM	PM	AM	PM	AM	PM	AM	PM	AM	PM

I shall be available to discuss the student's progress.

Planning time:_____ Lunch time:_____

After school:_____ Evening:_____

TEACHER AND VOLUNTEER SHOULD MEET AT LEAST ONCE EVERY TWO WEEKS.

Signature: _____
Teacher

MY VOLUNTEER ASSIGNMENT

Starting Date: _____

Day/Days: _____

Time: _____

Room Number: _____

Teacher: _____

Grade Level: _____

Duties: _____

_____

_____

_____

_____

In case I cannot make it...

Phone Numbers:

_____
Volunteer Coordinator

_____
Teacher

APPENDIX II

CHECK-IN SYSTEM FOR VOLUNTEERS

GUIDELINES FOR HOMEROOM MOTHERS

1. The "Sign-in" Board
2. The Volunteer Identification
3. Homeroom Mothers as Part of the School Volunteer Program

1. The Sign-in Board

A sign-in board with pegs to hold name tags has been successfully used in some schools. Such a board, if hung in the office, allows the secretary to tell at a glance who is on campus and where they are working. This system is in effect at the Richard E. Miller School and a scale drawing of the board is shown below in Figure I.

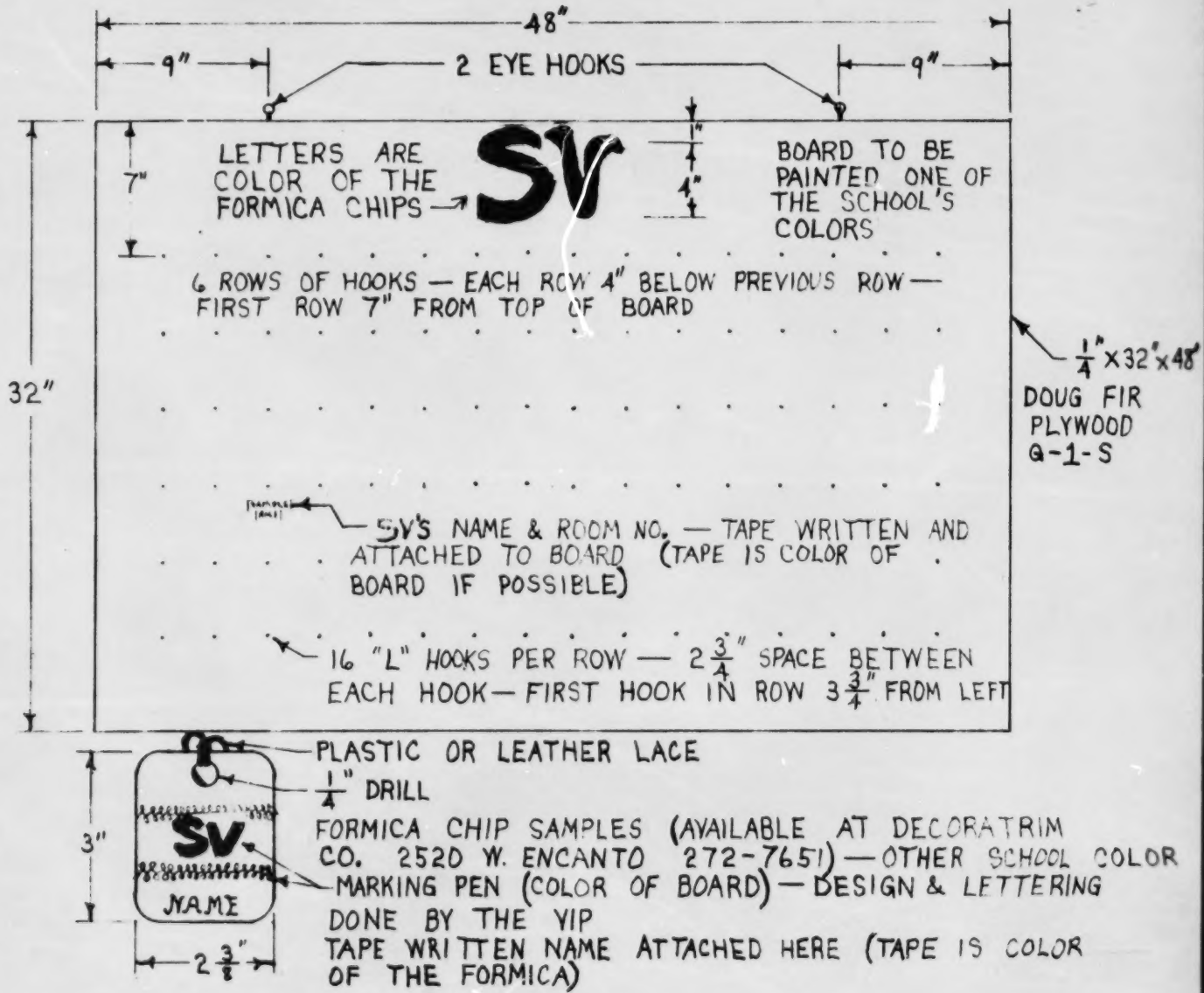

48"
9"
2 EYE HOOKS
9"
LETTERS ARE COLOR OF THE FORMICA CHIPS
SV
1"
4"
BOARD TO BE PAINTED ONE OF THE SCHOOL'S COLORS
7"
6 ROWS OF HOOKS — EACH ROW 4" BELOW PREVIOUS ROW — FIRST ROW 7" FROM TOP OF BOARD
32"
1/4" X 32" X 48" DOUG FIR PLYWOOD G-1-S
SV'S NAME & ROOM NO. — TAPE WRITTEN AND ATTACHED TO BOARD (TAPE IS COLOR OF BOARD IF POSSIBLE)
16 "L" HOOKS PER ROW — 2 3/4" SPACE BETWEEN EACH HOOK — FIRST HOOK IN ROW 3 3/4" FROM LEFT
PLASTIC OR LEATHER LACE
1/4" DRILL
FORMICA CHIP SAMPLES (AVAILABLE AT DECORATRIM CO. 2520 W. ENCANTO 272-7651) — OTHER SCHOOL COLOR MARKING PEN (COLOR OF BOARD) — DESIGN & LETTERING DONE BY THE VIP
TAPE WRITTEN NAME ATTACHED HERE (TAPE IS COLOR OF THE FORMICA)
3"
SV-
NAME
2 3/4"

Figure I. Sign-in Board similar to one used at Richard E. Miller School.

2. The Volunteer Identification

Name tags to identify the volunteer are extremely helpful to all concerned. These should be durable and laminated if made of paper. Figure 2 shows an example of such an identification tag.

Figure 2

One school used formica chips on which the volunteer's name was printed with felt pen. Laniard rope is used so the chip can be worn around the neck.

3. Homeroom Mothers as Part of the School Volunteer Program.

GUIDELINES FOR HOMEROOM MOTHERS

You, as a Homeroom Mother, are an important link between the school, your teacher and the parents. It is hoped you will find this an enriching experience, as you are able to offer assistance where needed. When convenient, arrange a meeting with your teacher to discuss how you may help.

The responsibilities of a Homeroom Mother are mainly:

1. Building friendly relations with parents
2. Assisting your teacher in any way
3. Helping to promote respect and goodwill of the PTA

I. To achieve these goals, it is suggested that you make a courtesy phone call to each Mother in your class sometime in the next few weeks. The more parents can learn about and become interested in our school through teacher and parent contact, the greater the benefit to all. You will want to cover the following ground in your phone call:

1. Introduce yourself and make your own phone number available to each family.

2. Encourage her interest in the PTA by:

   a. membership if he/she is not already a member
   b. involvement in any PTA projects
   c. attendance at PTA Board meetings on 3rd Tuesday of the month
   d. attendance at general meetings of the PTA
   e. is her child bringing home the PTA Newsletter?
   f. enrollment in the School Volunteer program

3. Encourage him/her participation in the classroom. Even an hour a week can be beneficial to a student needing help or a teacher wanting a helping hand. No special talents or skills are required, as the teacher will offer the needed guidance. It is a worthy offering and one which is rewarding. If the parent is interested, the School Volunteer Coordinator's telephone number is_____.

4. Try to discover any special talents of the Mother or Father; skills, hobbies, collections or experiences that may be shared with your class and/or another class. Several teachers have requested interesting movies or slides of travels, particularly foreign, that parents would be willing to show. Possibly the Father has a job the children would enjoy hearing about or can give a demonstration of some kind.

5. Explain the Emergency E signs. If you have any questions concerning this program, call_____.

II. You will be given a class list which will need periodic updating with your teacher, adding the names of new children and parents and deleting those who have left. Your teacher will give you the names of new students as they enroll throughout the school year. As an added welcome to their parents, it is suggested you make a courtesy phone call or even home call to answer any questions, as well as covering the format used on your other parent calls. If you sense unsureness, you might offer to give them a tour of the school grounds. It would be helpful to the PTA membership chairman, _____, Phone,_____, to have the names of any new students.

III. The Homeroom Mother may be asked by her teacher to find other parents to willing help in various capacities, such as, assist with field trips, recreational activities, class projects, locating craft supplies, sharing talents, etc. She also may want you to help by sending cards to any children with serious illnesses.

IV. In the Spring we want to have some sort of Appreciation Coffee for all the Mothers who have helped in some way this year and it would be helpful if you will keep track of the names of those who volunteer in way.

_____
Signed

_____
Title

APPENDIX III

FORMS FOR EVALUATION AND APPRECIATION

1. Volunteer Evaluation
2. Certificate of Appreciation

1. Volunteer Evaluation

You have performed a valuable service this year as a School Volunteer, and your time and energy have been very much appreciated. We would like to improve and expand the program next year, and your comments and suggestions would be very helpful. We would be most grateful if you will fill out the following questionnaire and either return to your teacher or mail it to me at:_____. Many thanks.

Sincerely,

School Volunteer

1. With which teacher(s) did you work?_____

   _____ _____

2. What was your work schedule?_____

   _____

3. Did you work in your child's class? Yes_____ No_____

4. Do you prefer to work in a class other than your child's? Yes____ No____

5. In what way did you assist the teacher?_____

   _____

   _____

6. Do you feel your time was well spent? Yes_____ No_____

   Why or why not:_____

   _____

   _____

7. Did you always work with the same students? Yes_____ No_____

8. Do you feel there should be special training sessions for Parent Volunteer Aides,_____; or leave it up to the individual teacher where the aide will work? _____

9. Do you plan to continue as a Volunteer? Yes_____ No_____

10. What are your suggestions for improving the program next year? _____

    _____

    _____

11. Any other comments?_____

Washington District School Volunteers

Certificate of Appreciation

AWARDED TO _____

For valued services as a volunteer

WASHINGTON ELEMENTARY SCHOOLS

_____
SUPERINTENDENT OF SCHOOLS

_____
SCHOOL VOLUNTEER COORDINATOR

_____
SCHOOL

_____
PRINCIPAL

_____
DATE

APPENDIX IV

VOLUNTEER HANDBOOK

Note:

This handbook may be duplicated at the District with advance notice. If an order can be given at the end of the year, the printing office can print it over the summer. As of September 1976, the supply on hand will allow 30 copies per school. The handbook should be given to regular volunteers only and should be discussed with the volunteer, at least briefly. Encourage the volunteer to return the handbook at the end of his/her tour of service, so that we may redistribute.

THE WASHINGTON DISTRICT SCHOOL VOLUNTEER HANDBOOK

WASHINGTON ELEMENTARY SCHOOL DISTRICT #6
8610 N. 19th Avenue
Phoenix, Arizona
944-1531

To the volunteer:

Welcome to our school. On behalf of all the children, we want to thank you for volunteering to help us provide the best possible education for your child. Your presence in the classroom will provide the teacher with valuable help in giving individual and small group assistance. In whatever way you choose to help, whether in the classroom or through indirect services to the school, you can be sure your contribution is needed and valued.

Your assistance will be more effective if you are aware of some of the basic techniques you can use to help children learn. You will also need to be aware of special situations and difficulties which might arise and of health and safety regulations enforced in our school. Naturally, the teacher will always be near by to provide guidance when needed and to answer your questions.

Please feel free to discuss any aspect of the parent involvement program with me or other members of our staff. Again, thank you, and good luck in your new venture.

Sincerely,

_____
Name

_____
School

SCHOOL VOLUNTEER

WHAT YOU WILL GAIN BY PARTICIPATION

- You will gain a lot from observing your own child in a classroom with other children his/her own age. School is an objective atmosphere where you can see your child with new perspective.
- You will understand the school better.
- You will make your child happy and proud.
- You will gain experience in handling children other than your own.
- You will learn more about children and how to work with children in groups.

YOU ARE NEEDED

After your first day of participation there will be no doubt but that you are <u>needed</u> in the classroom. Teachers need extra adult hands and feet to provide a satisfying program.

SUGGESTIONS TO MAKE PARTICIPATION EASY AND PLEASANT

1. Wear comfortable and washable clothes. Pants are excellent. Wear low-heeled walking shoes.
2. Refrain from talking to the teacher or other adults while the program is in progress.
3. When you speak to a child, get down on his level, use a calm voice, say as little as the situation demands. Try not to call across the room to get a child's attention.
4. <u>Be on time</u> on your day of participation. Be ready to join the program when you arrive.
5. Don't bring younger children with you.
6. Follow the teacher's schedule plan for the day.
7. If a discipline problem arises that you cannot handle, go to the teacher, state the situation <u>briefly</u>, take over what she/he is doing and let the teacher handle the problem.

BUILDING POSITIVE SELF-CONCEPT IN CHILDREN

We can unhesitatingly say that helping a child develop a positive self-concept is the most important work of parents and teachers. What is self-concept? "A child perceives and defines himself as he/she believes others perceive and define him," is a definition given by Charles Cooley. We know that in the formation of self-concept, social interactions are of crucial importance. What does this mean in terms of guiding a child at school?

1. If the adult does not truly like a child, that message will be communicated to the child and damage his self-esteem. Try to find something to like and praise about <u>each</u> child.
2. Listen to what a child is saying and feeling. Respect his right to talk and to have strong feeling about events.
3. Remember that the words you use with children are less important than the mental judgments that accompany them. <u>Body Language</u> always speaks louder than words.
4. Help a child to see himself as capable and strong. Praise often--notice when a child feels good about himself and say, "You feel good because of _____."
5. One cause of misbehavior is negative self-concept. The child who believes he is bad, tailors his actions to fit the view. Help a child to see himself as good, and that occasional "mistakes" are to be expected.
6. Be realistic in demands. Let a child know what is coming up so he can finish his activity and get ready. Help child to succeed in his tasks.
7. Expect the child to do well, to be cooperative and to behave responsibly. Children usually behave according to the adult's spoken or unspoken expectations.

Building Positive Self-Concept in Children - continued..

8. Find some strength in each child (it's there) and compliment the child on that strength.

9. Be HONEST with children in all situations. The single, most important ingredient in nurturing a relationship is honesty.

10. If you have strong feelings, share them honestly --

    a. "I'm upset about a grown-up problem I'd rather not discuss."

    b. "I seem to be picking on you lately. I'm sitting on top of two feelings. One makes me so frustrated I want to scream, and the other makes me wonder if I expect too much." We all have conflicting feelings--children need to learn this.

11. Avoid statements that are judgmental:

Instead of:	Say:
"You are impossible!"	"I can't stand all of this fussing!"
"You are lazy."	"I am worried about your _____."
"You are thoughtless."	"I don't think other children should have to put away your work/play materials."
"You bad boy!"	It hurts to be hit. I don't like to see other children hurt."

    In other words, instead of being a judge, state your personal reaction toward the behavior.

12. Never ridicule or in any way humiliate a child.

13. Do not threaten or bribe children.

14. Do not handle a child roughly. Say, "You are making me angry. Stand over there while we both get control of ourselves."

15. Share your enthusiasm with children. Share your strength with them.

    a. Tell a story - nonsensical or otherwise

    b. Sing a song with them.

Building Positive Self-Concept in Children - continued..

c. Play a game.
d. Listen to their stories.

16. Help the children enjoy their learning experiences and extend that learning with your own knowledge and sense of fun. Don't be afraid of "making a fool of yourself".

Above all, enjoy yourself. Volunteering should be fun and we know you will find it to be so.

HOW CHILDREN LEARN

1. Children learn by doing, not by passive observance.
2. Children learn by asking questions and by searching for answers to their questions.
3. They learn by discovery.
4. They learn by using all their senses when possible.
5. They learn by experimenting.
6. They learn by sorting and combining objects.
7. They learn by repeating experiences.
8. They learn by building confidence in themselves.

HOW YOU CAN HELP CHILDREN LEARN

1. Avoid making models for children when they use any art media.
2. Ask children questions which may lead them to the correct answer instead of telling them directly.
3. Let children discover properties of materials by themselves; (let them discover which materials are attracted by a magnet).
4. Encourage children to feel, smell, taste and listen as well as look at objects.
5. Let children try new methods of doing things even though you already know an easier way.
6. Let children sort and combine according to their own ideas--(shape or size rather than color).

How You Can Help Children Learn - continued..

7. Give the children as much time as they need (often weeks or months) to understand a new idea.

BASIC SKILLS CHILDREN NEED OTHER THAN ACADEMIC

1. How to pay attention.
2. The desire to listen.
3. Body awareness - how it works and where it is in relation to the environment.
4. Language skills - be able to ask questions when he doesn't understand.
5. The ability to verbally express himself.
6. The ability to carry on a conversation with other children and adults.
7. The ability to understand different sounds.
8. Knowledge of time and space.
9. Understanding and use of numbers.
10. Planning a task and following it through.
11. Problem solving at his own level.
12. A good self-image.
13. Waiting for something he wants.
14. Getting along well with children of his own age.

SPECIAL SITUATIONS

1. <u>Working with a small group</u>:

   - Call each child by name (name tags are helpful at first).
   - Offer each child a chance to participate. Quiet children are sometimes ignored.
   - Do not expect every child to enter into all activities in the beginning, although the teacher will tell you at what point all children should be involved.
   - Develop an unhurried attitude. Enjoy the group and they will enjoy you.

Working with a small group - continued..

- Allow each child to grow in independence by letting him do as much as possible without your help.
- Don't be afraid of making mistakes.

2. Poor behavior. To avoid negative reactions from the children you work with:
   - Instruct the children as though you expect them to comply. Give sufficient warnings and time. Some examples:

     "Jimmy, in 5 minutes you'll neet to stop painting and put your apron away, wash your hands, then come sit on the rug."

     "Anna, I asked you not to saw without a mitre box. Now you need to leave the woodworking tools and go to the book corner. Tomorrow you can work with wood again, but you'll need to remember the safety rules."

   - Be sure a child understands what you're saying. We sometimes use words that children do not know.
   - Keep your voice as low as possible. The children will get louder as your voice gets louder.
   - Be sure your rules match the child's ability to understand them.
   - Rewarding a child's good behavior and ignoring poor behavior encourages the good behavior. The reward might be a smile, a compliment, or a pat on the head.

TUTORING

You may be asked to help a child who needs some individual attention. A child who has been absent or who is having difficulty with a particular problem will benefit greatly from your special help. Children need this kind of help most often in reading and math, but it could be in any subject. The following guidelines may help you in your first tutoring situation.

- First, don't be hesitant about refusing the assignment if you feel you don't understand the material well enough to help the child. The teacher will understand and will find another area in which you can help.

Tutoring - continued..

- Get specific directions about the assignment from the teacher.
- Find a quiet place in or out of the room where the two of you can talk quietly without disturbing the rest of the class.
- Establish a one-to-one relationship with the child by talking first for a minute about the child himself.
- Find out exactly where the child is in his work by asking him to explain to you some of the work which has preceded this assignment.
- Let the child work out as much as he can on his own. Provide encouragement, but don't step in too soon.
- Rather than giving him the answer when he asks direct his thinking so he can discover the answer himself, ("How can I subtract 63¢ from just $1.00?" Volunteer replies, "Well, how many cents are in one dollar?")

Using these methods takes more time than giving the child the answer, but don't feel you need to hurry. It is essential that he understands what he is doing, before going further.

ETHICS

The school volunteer is a key person who can make a classroom program great or tear it down. Remember, as in any other human relation, you can always find things to criticize.

1. Relate positively to the children.
   (Leave your troubles at home - in the sink with the unwashed dishes!)
2. Relate helpfully to the teacher.
3. Interpret the program positively to other parents. Any negative thing you say will be over-emphasized with the next telling! If you have some criticism, make it to the teacher, the principal or the Early Childhood Consultant. They are all doing their best to create a good program and will appreciate your comments.

Any human institution has faults - the home, the church, the school. But as humans we need these institutions, and we need to support one another lovingly within them. It is very easy to project our own personal frustrations, anxieties, lack of confidence, etc. on the institution nearest at hand. But remember, in so doing, we damage ourselves, our child's experience, other parents, other teachers, and the institutions we need.

A better world begins with each individual behaving responsibly.

VOLUNTEER SELF-EVALUATION

HOW AM I DOING? ? ? ?

1. Do I plan for the activity to which I have been assigned thoroughly, hit and miss or just doing something?
2. Do I make myself helpful by offering my services to the teacher when there is an obvious need for help?
3. Do I have a plan for getting children into groups?
4. Do I observe closely so as to know children's likes, dislikes, preferences, enthusiasms, aversions, etc.?
5. Do I find opportunities for giving students choices or do I tell them what to do?
6. Have I given some individual help in writing?
7. Do I observe closely the techniques used by the teacher, and follow through when I am working with the group?
8. Do I emphasize the times when students behave well and minimize the times when they fail to do so?
9. Do I really listen to what students have to say?
10. Do I evaluate myself at intervals?
11. Do I accept criticisms and suggestions without becoming emotionally upset?
12. Do I follow directions of the teacher?
13. Do I try to develop a friendly attitude with all of my co-workers?
14. Do I give the teacher adequate notice of absences by reporting them to the office before the day begins?
15. Do I realize that my whole purpose for being in the classroom is to assist the teacher in order that the students might progress more rapidly?
16. Do I give too much help to students rather than allowing time to think?
17. Do I refrain from interfering between another teacher and student unless called upon for assistance?
18. Do I avoid criticism of the student, teacher, and the school or agency?

(This self-evaluation form can be used at any point during a program. It can be used to suggest areas in which joint volunteer-professional training is needed.)

DEVELOPMENTAL CHARACTERISTICS OF YOUNG CHILDREN

Every child is different - as every teacher and parent knows. But keeping the general stages of development in mind is helpful in understanding and dealing with both everyday and once-in-a-while behavior.

These characteristics of 5,6,7, & 8 year old children are reprinted from the 1966 edition of Scott, Foresman's These Are Your Children, a child-development text by Gladys Gardner Jenkins, M.A.; Helen S. Schacter, Ph.D.; William W. Bauer, M.D.

ABOUT FIVE

Physical Development

Period of slow growth. Body lengthens out and hands and feet grow larger. Girls usually about a year ahead of boys in physical development.

Good general motor control, though small muscles not so fully developed as large ones.

Sensory-motor equipment usually not ready for reading. Eye-hand coordination improving, but still poor. Apt to be farsighted.

Activity level high.

Attention span still short, but increasing.

Little infantile articulation in speech.

Handedness established.

Characteristic Behavior

Stable - good balance between self-sufficiency and sociability.

Home centered.

Beginning to be capable of self-criticism. Eager and able to carry some responsibility.

Noisy and vigorous, but activity has definite direction.

Purposeful and constructive - knows what he's going to draw before he draws it.

Uses language well, enjoys dramatic play.

Can wash, dress, eat, and go to the toilet by himself, but may need occasional help.

Interested in group activity.

Special Needs

Assurance that he is loved and valued.

Wise guidance.

Opportunity for plenty of activity, equipment for exercising large muscles.

Opportunity to do things for himself, freedom to use and develop his own powers.

Background training in group effort, in sharing, and in good work habits that he will need next year in first grade.

Opportunity to learn about his world by seeing and doing things.

Kindergarten experience if possible.

DEVELOPMENTAL CHARACTERISTICS OF YOUNG CHILDREN

Every child is different - as every teacher and parent knows. But keeping the general stages of development in mind is helpful in understanding and dealing with both everyday and once-in-a-while behavior.

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ABOUT SIX

Physical Development

Growth proceeding more slowly, a lengthening out. Large muscles better developed than small ones.

Eleven to twelve hours of sleep needed.

Eyes not yet mature, tendency toward farsightedness.

Permanent teeth beginning to appear.

Heart in period of rapid growth.

High activity level - can stay still only for short periods.

Characteristic Behavior

Eager to learn, exuberant, restless, overactive, easily fatigued.

Self-assertive, aggressive, wants to be first, less cooperative than at five, keenly competitive, boastful.

Whole body involved in whatever he does.

Learns best through active participation.

Inconsistent in level of maturity evidenced - regresses when tired, often less mature at home than with outsiders.

Inept at activities using small muscles.

Relatively short periods of interest.

Has difficulty making decisions.

Group activities popular, boys' and girls' interests beginning to differ.

Special Needs

Encouragement, ample praise, warmth, and great patience from adults.

Ample opportunity for activity of many kinds, especially for use of large muscles.

Wise supervision with minimum interference.

Friends - by end of period, a best friend.

Concrete learning situations and active direct participation.

Some responsibilities, but without pressure and without being required to make complicated decisions or achieve rigidly set standards.

Help in developing acceptable manners and habits.

DEVELOPMENT CHARACTERISTICS OF YOUNG CHILDREN

Every child is different - as every teacher and parent knows. But keeping the general stages of development in mind is helpful in understanding and dealing with both everyday and once-in-a-while behavior.

These characteristics of 5,6,7, & 8 year old children are reprinted from the 1966 edition of Scott, Foresman's These Are Your Children, a child-development text by Gladys Gardner Jenkins, M.A.; Helen S. Schacter, Ph.D.; William W. Bauer, M.D.

ABOUT SEVEN

Physical Development

Growth slow and steady.

Annual expected growth in height - two or three inches. In weight - three to six pounds.

Losing teeth. Most seven year olds have their six-year molars.

Better eye-hand coordination.

Better use of small muscles.

Eyes not yet ready for much close work.

Characteristic Behavior

Sensitive to feelings and attitudes of both other children and adults. Especially dependent on approval of adults.

Interests of boys and girls diverging. Less play together.

Full of energy, but easily tired, restless and fidgety, often dreamy and absorbed.

Little abstract thinking. Learns best in concrete terms and when he can be active while learning.

Cautious and self-critical, anxious to do things well, likes to use hands.

Talkative, prone to exaggerate, may fight verbally instead of physically competitive.

Enjoys songs, rhythms, fairy tales, myths, nature stories, comics, television, movies.

Able to assume some responsibility.

Concerned about right and wrong, but may take small things that are not his.

Rudimentary understanding of time and monetary values.

Special Needs

The right combination of independence and encouraging support.

Chances for active participation in learning situations with concrete objects.

Adult help in adjusting to the rougher ways of the playground without becoming too crude or rough.

Warm, encouraging, friendly relationships with adults. Acceptance at own level of development.

DEVELOPMENT CHARACTERISTICS OF YOUNG VOLUNTEER

Every child is different - as every teacher and parent knows. But keeping the general stages of development in mind is helpful in understanding and dealing with both everyday and once-in-a-while behavior.

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ABOUT EIGHT

Physical Development

Growth still slow and steady - arms lengthening, hands growing.

Eyes ready for both near and far vision. Nearsightedness may develop this year.

Permanent teeth continuing to appear.

Large muscles still developing. Small muscles better developed, too. Manipulative skills are increasing.

Attention span getting longer.

Poor posture may develop.

Characteristics Behavior

Often careless, noisy argumentative, but also alert, friendly, interested in people.

More dependent on his mother again, less so on his teacher. Sensitive to criticism.

New awareness of individual differences.

Eager, more enthusiastic than cautious. Higher accident rate.

Gangs beginning. Best friends of same sex.

Allegiance to other children instead of to an adult in case of conflict.

Greater capacity for self-evaluation.

Much spontaneous dramatization, ready for simple classroom dramatics.

Understanding of time and of use of money.

Responsive to group activities, both spontaneous and adult supervised.

Fond of team games, comics, television, movies, adventure stories, collections.

Special Needs

Praise and encouragement from adults.

Reminders of his responsibilities.

Wise guidance and channeling of his interests and enthusiasms, rather than domination or unreasonable standards.

A best friend.

Experience of belonging to peer group - opportunity to identify with others of same age and sex.

Adult supervised groups and planned after school activities.

Exercise of both large and small muscles.

To help your child learn to print, please be sure that child makes strokes in correct direction (follow arrows) and in proper sequence (follow numerals at side of letter).